

Texas Education Agency Standard Application System (SAS)

2018-2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY 2018 FEB - 6 PM 3:45</div>
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
School of Science and Technology	015-831		
Vendor ID #	ESC Region #		
010758906	20		
Mailing address		City	State ZIP Code
4241 Woodcock Suite B-206		San Antonio	TX 78228-1310
Primary Contact			
First name	M.I.	Last name	Title
Mehmet		Nalcaci	Superintendent
Telephone #	Email address		FAX #
915-218-3833	mnaalcaci@ssttx.org		210-530-8280
Secondary Contact			
First name	M.I.	Last name	Title
Fevzi		Simsek	Asst. Superintendent - CFO
Telephone #	Email address		FAX #
469-615-7549	fsimsek@ssttx.org		210-530-8280

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Mehmet	M.I.	Last name Nalcaci	Title Superintendent
Telephone # 915-218-3833		Email address mnaalcaci@ssttx.org	FAX # 210-530-8280

Signature (blue ink preferred)

Date signed

02/05/2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail or by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost (%):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015-831	Amendment # (for amendments only):
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.	
School of Science and Technology San Antonio: (1) Main-4, (2) Alamo-4, (3) Discovery-4 School of Science and Technology Houston: (4) Excellence-4, (5) Houston NW-4, (6) Advancement-4 School of Science and Technology Corpus Christi: (7) Corpus Christi-4	
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.	
<p>Opening Statement: The School of Science and Technology is a unique Open Enrollment Charter School District since all of its campuses are Title I schools. SST is implementing the technology-lending program, funding is insufficient to purchase enough equipment and Internet access for students identified with the greatest need. SST seeks to expand their 2018-2019 mobile device program for the ALL campuses grade level with the greatest need (4th grade). Therefore, fund available through the Technology Lending Grant (TLG) are greatly needed to provide the necessary resources to implement a program that will allow students identified with the greatest needs access to technology and digital content and decrease the student-to-technology ratio to an average of 1:1. The goals of the grant relate specifically to the identified goals listed in SST District's Technology Plan and include the following: Creating the capacity to seamlessly integrate technology into the curriculum; Ensuring anytime/anywhere (24/7) access to technology-based learning; and Procuring functional student devices.</p> <p>How the budget was developed: In order to develop the district reviewed the grant's goals compared to the campuses and district goals. Next the district determined how many students would be participating in the program and the cost of the appropriate equipment, insurance, and carrying cases. This provided the district with an accurate understanding of the amount of grant funds that would need to be requested in order to meet the goals outlined in the application.</p> <p>How the demographics of the district relate to the defined goals and purposes of the grant: Based on the needs assessment that was conducted, it was determined that district has 75% of students that are Economically Disadvantaged and 9.7% of this demographic are English Language Learners. Many of the students come from families that lack the means to purchase the technology that is critical to meeting needs of the 21st Century educational system. Furthermore, the district lacks the resources to provide the students with the digital tools and resources anytime, anywhere. If awarded, the district plan to leverage grant funds to impact the following areas that are in line with the goals and purposes the grant:</p> <ul style="list-style-type: none"> • The district lacks the technology equipment required to provide economically disadvantaged students with the greatest needs access to digital tools and resources anytime anywhere. • Students lack access to the Internet doing afterschool hours. Access is needed in order for students to be able to obtain the districts online resources as well as the resources that are available through other online avenues such as local public libraries and the educational Region Center. • Families of Economically Disadvantaged students lack technology access to students' academic work, test scores, and attendance. • Families of ESL students lack technology access to students' academic work, test scores, and attendance. • Students are unable to make full use of all the districts online resources and curriculum that are available or assigned by teachers. This is due to the amount of students and parents/guardians that do not have the technology required to access these resources at home. <p>Who designs the needs assessment process, determines its efficacy, and where/how the process needs to be updated and changed: The needs assessment process success was designed and reviewed by district and campuses administrators. These individuals are responsible for determining the effectiveness of the assessment produced and in insuring the results clearly identify the gaps and weaknesses of the district. The stakeholder (Superintendent, Asst. Superintendent/CFO, Principals, District Technology Director, Librarian and Teachers) will meet on a quarterly basis, or as needed to ensure all policies and procedures are being properly assessed. If areas of weaknesses are identified, the stakeholders will review the process and will modify it to include the unaddressed areas of needs. Any significant changes will be presented to the District Board Members and TEA for approval.</p>	

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Describe how the district will ensure that the program receives consistent, high-quality management: the District superintendent, will be the individual that will obligate the district to the grant activities according to state/federal regulations. The Superintendent holds a Masters degree in Education and a Texas Superintendent certificate. The Superintendent in the CFO will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of the TLG funding. If awarded, the activities and services provided by this grant will be supplemental to existing federal/state/local service activities. A program director has been selected specifically to oversee TLG. The program director has the experience, skills, and competency necessary to ensure the program remains within budget, on schedule, and within scope. This individual holds a Bachelor of Business Administration and has experience required to successfully oversee the program.

Method by which the district will evaluate the program included means used to measure progress and define area: in order for the district to be able to monitor the attainment of district goals, strategies, and objectives, the District will ensure that various processes and procedures to evaluate the program are in place that are clearly specified and measurable. This will include conducting surveys that will provide feedback on the program. Classroom observations will also be conducted on a regular basis in order to provide Principals and grant officials the opportunity to determine whether the technology is having a positive impact on the teacher's ability to engage students and increase productivity. Finally, the district will review student achievement results and attendance data, graded classroom work, professional development sign in sheets, and PEIMS reports to determine whether the district has shown an increase in student/parent/teacher participation.

How the application completely and accurately answers all statutory AND TEA requirements: The District's Leadership Team met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. District stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

School of Science and Technology have not previously received funding for the Technology Lending grant from TEA:

2012-2013 Technology Lending Program

2014-2015 Technology Lending Program Grant

Additional Points 10

Conclusion District on-going to commitment to the goals of the grant and funding sources to the program beyond grant funding: in order to ensure that all program participants remain committed to the success of the program, the district hasn't sure that they have received Brian from all participants, including administrators and parents. Throughout the term of the grand, the district will continue to meet with administrators, teachers, board and partners to solicit feedback and modify the golden objectives of the grant; thus, ensuring continued support of the program. The district will coordinate multiple federal and state programs and local/foundation funds to ensure the services provided. Professional development training obtain through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented doing the grant cycle. This required resource coordinated with Title I, Instructional Materials Allotment (IMA), and state compensatory funds will sure teacher and student gains are continued after the grant funding terminate.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 015-831			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$31,094	\$	\$31,094
Schedule #9	Supplies and Materials (6300)	6300	\$68,160	\$	\$68,160
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Total direct costs:			\$99,254	\$	\$99,254
Percentage% <u>indirect costs</u> (see note):			N/A	\$	N/A
Grand total of budgeted costs (add all entries in each column):			\$99,254	\$	\$99,254
Administrative Cost Calculation					
Enter the total grant amount requested:					\$99,254
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$14,888

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	HotSpot Wireless Service – Will provide Internet service to students in remote areas for access to online digital content.	\$1,100
2	Sprint Unlimited Data Plan Service \$34.99 x 25 devices = \$20,994 for 2 year contract, Intranet will connect students' device with access to the district's information over private wireless network, separate from the public internet	\$20,994
3	Sprint Mobile Device Management (MDM): MDM is for the SST to control the device from central cloud management \$2.00 x 25 devices = \$1,200 for 2 year contract	\$1,200
4	Total Equipment Protection: \$13.00 x 25 devices = \$7,800 for 2 year contract	\$7,800
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$31,094
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a and b) Grand total		\$31,094

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015-831		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Chromebooks Bundles 318 x \$200, iPad Mini Bundles 12 x \$380	\$68,160
Grand total:		\$68,160

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015-831		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 015-831

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2448	75%	Includes All SST campuses (Title I)
Limited English proficient (LEP)	316	9.7%	Includes All SST campuses (Title I)
Disciplinary placements	NA	%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					318									318

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEEDS: The district conducted a needs assessment to identify and prioritize the district needs, between current achievement and desired or required accomplishment in order to determine the magnitude and severity of the problems it faces. The district also solicited feedback from the stakeholders as to the needs of the district in an organized and comprehensive manner. In order to ensure buy-in from all stakeholders the SST Technology Advisory Committee is composed of the Superintendent, CFO, Technology coordinator, campus administrator, central office level staff, teachers as well as business/community partners and parents. This needs assessment process systematically reviews current practices, processes, and systems within SST as well as examine and analyze the state of current student achievement, and set goals for student achievement. The SST Technology Advisory Committee is organized into sub-committees with each focus on gathering and analyzing data. The committees determine which data should be collected to provide the most information regarding the strength and the needs of the district. The needs assessment became the tool that guided meaningful district and campus planning.

A School Profile at each campus was created by collecting baseline or comparison data across multiple years to identify patterns, trends, strengths, and the needs of each campus. A full scan of each campus' technology environment provided information to be collected and analyzed for the needs assessment via the following activities:

- Individual and group interviews with the principal, assistant principal, counselor, teachers, parents and students (when age-appropriate) regarding technology integration
- Pre-assessment survey feedback from stakeholders that include teachers, parents, and students
- The number of students who have access to a technology device at their campus
- The percent of economically disadvantaged students at each campus who have access to technology devices
- STARR/EOC test scores, TPRI scores as well as benchmark assessments (aggregate for sub groups, student mobility, attendance rate, drop out, and graduation rates)
- Professional development needs of teachers were examined to determine teacher readiness for devices
- Ratio of technology devices to students needed devices on each campus

The SST-Technology Advisory Committee performed a "GAP" Analysis to check the actual performance of students against the TEA Phase-In standards. Another committee determined the current state of technology skills, knowledge, and abilities of teachers and staff members as well as organizational goals of teachers. By using multiple data sources to compare data, priority needs emerged. These priority needs assisted the SST-Technology Advisory Committee to make informed decisions to ensure that all students meet challenges and academic standards, meet district and campus goals, and are prepared for post secondary education.

- The "GAP" Analysis produced a large list of needs for staff training and development, Organization development, and student interventions. Next, the committee determines if the needs were real, if they were worth addressing, and their importance and urgency was detailed.
- Causes for student performance problems were identified based on real current trends.
- Growth opportunities for staff were identified based on interviews with staff, surveys, and data collection
- The recommendations from the SST-Technology Advisory Committee were communicated to the entire SST Board and the task of prioritizing the needs were done by the entire SST-Technology Advisory Committee over numerous meetings.
- **It was determined that the students at all six Title I campuses grade 4 would benefit the most from the Technology Lending Grant.** A timeline that included the description of the general prioritized steps and activities to be implemented were developed and disseminated to the campuses.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	There is a need to provide SST Economically Disadvantaged students in grade 4 with mobile devices so that the students would have access anytime/anywhere.	Student mobile devices will allow teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. These devices will be available for students to check out and utilize during and after school hours to access online curriculum, conduct research and complete classwork and homework.
2.	There is a need for students to acquire a range of skills to express themselves not only through paper and pencil, but through audio, video, animation, design software as well as a host of new environments (email, websites, message boards, blogs, streaming media).	Increase access to the latest technology will provide students with the devices they need to develop skills in technology audio, video, animation, software design, coding and other technology environments that lead to higher education and paying jobs.
3.	There is a need for teachers to increase flexible teaching methods and curriculum materials that can reach diverse learners improve student access to the general education curriculum, including learners with disabilities and English Language Learners.	Individual technology devices allowed to just the ability to present information to students in multiple formats and multiple media. Students with disabilities and ELL students now have multiple ways to express and demonstrate what they have learned thus providing multiple entry points to engage student interest.
4.	There is a need for teachers' assignments to become differentiated and individualized through the use of adaptive technology on a daily basis.	The individual technology devices for students provides teachers the ability to work individually and collectively to examine outcome based achievement data, formative assessment measures of student performance, and students work products, and to develop strategies for improvement based on this data. Technology makes this data become meaningful to teachers so they can use the data for accelerated learning for students.
5.	There is a need to increase parental involvement at grade 4 for all groups of students.	The technology Lending Grant has the ability to focus parents attention on communicating with teachers by email, voice messages, websites, and blogs all used to communicate with parents. Student information systems that parents can access to see their child's attendance, grades, missing assignments will increase parental involvement. A Parent Personal Learning Network will share resources with parents and connect them to other parents who can help them. SST website for health information, resources, and links for parents.

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Schedule #14—Management Plan

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	CFO/Asst. Superintendent	Masters Degree in Business Administration & has 5+ years of experience & possesses the skills, & competency necessary to ensure the program remains within budget, schedule, & within scope.
2.	Principals	Masters Degree with an average of 5 years experience, and TEA certification, supervisory skills, and educational competency necessary to ensure the program is successful.
3.	Librarians	Will be responsible for distributing, collecting, and inventorying each of the portable devices according to district policy. These individuals hold a Masters Degree and have an average of five years of educational field experience.
4.	Coord. District Technology	Masters Degree in Curriculum Instruction/5+ years of education/technology experience & ensures all of the appropriate online curriculum & programs are accessible on each portable device.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide appropriately configured personal technology devices.	1. Project Director will meet with staff to explain the project, expectations, procedures and timelines.	10/01/2018	10/05/2018
		2. Purchase technology devices for students	10/03/2018	10/15/2018
		3. Place internet blocks to limit access to unsuitable web content	10/18/2018	10/30/2018
		4. Identify students who do not have access to technology at home.	10/10/2018	10/15/2018
		5. Hold parents/students orientation to issue laptops/devices to students and have parents sign a Technology Agreement.	11/01/2018	11/05/2018
2.	Ensure targeted students have access to technology anytime/ anywhere	1. Identify students who do not have Web access at home.	10/10/2018	10/15/2018
		2. Provide parents/guardians with a Web Access Agreement to sign.	11/01/2018	09/30/2019
		3. Provide Sprint data services to interested individuals that are within the service area.	11/01/2018	09/30/2019
		4. Issue a HotSpot wireless device to interested parents/guardians who are outside service area.	11/01/2018	09/30/2019
3.	Ensure all technology is readily maintain to guarantee efficiency & used by students.	1. Create a schedule for regular maintenance checks on all equipment utilize by students.	10/10/2018	10/15/2018
		2. Document any inappropriate use of technology and submit to the program director for review.	11/01/2018	09/30/2019
4.	Provide online resources in order to monitor student progress progress, increase communication, and share lessons.	1. Meet with District Technology Coordinator to discuss ideas for classroom websites.	10/10/2018	10/15/2018
		2. Provide parents/guardian with login access to enable them to communicate with teachers and view students progress.	11/01/2018	09/30/2019
		3. Create protocols for tracking students progress.	10/10/2018	10/15/2018
5.	Grade 4 Parental involvement will increase by 20%.	1. Communicate with parents emails/Blogs/website	11/01/2018	09/30/2019
		2. Survey parents to gather information for evaluation of program effectiveness	11/01/2018	09/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing monitoring and continuous improvement will be ensured by the Project Director through the involvement of all stakeholders, partners, collaborators, administrators (superintendent, technology coordinator, campus principal, librarian and counselor) as well as teachers, project staff, students/parents utilizing their experiences and suggestions to improve the effectiveness of the proposed Technology Lending Grant Project. In particular, the Project Director, in coordination with the District Technology Advisory Committee we'll utilize evaluation instruments to assess the following indicators:

- 1) To what extent of the activities of the proposed project being implemented as planned?
- 2) All the objectives of the proposed project being met?
- 3) What is the quality and responsiveness of the digital textbooks, tools, and resources to meet the needs of the participants?
- 4) To what degree has the proposed project stimulated systematic changes in the teachers' knowledge, skills, and practices as it relates to utilizing technology to improve the quality of education?
- 5) To what degree has this behavior impact student achievement?
- 6) To what extent our online assessment tools effective in assisting teachers and students to gauge their own progress?
- 7) To what extent has parent participation increased?

Information will be collected on-going by the Project Director and reported monthly to project staff. In addition, monthly or as needed the District Technology Advisory Committee will meet to discuss evaluation reports results, lessons learned, challenges, accomplishments, and to incorporate any improvements to the design, delivery, content, and performance measures of the program. The overall evaluation will be a multiple operation frameworks that will present and clarify, as appropriate, data outcomes to produce a comprehensive evaluation. Quantitative and qualitative methodologies will be used in data collection and analysis, based on which continuous improvement mechanism will be implemented.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Since the first campus opened in 2005, SST has been on a journey to emerge students and teachers in technology by providing all teachers and as many students as possible a wireless mobile computing device to ensure on-demand technology access at home and at school. Students in grades 3-5 currently have a limited technology and emergent project funded through local and foundation funds, which are similar to the Technology Lending Grant. The lending program has begun by loaning kindles to students who are enrolled in dual credit courses through the local college and to Limited English Learners students. These devices where use at school and at home. In addition, all campuses currently have computer labs and provide all teachers with laptops. To prepare teachers for an increase student technology-mentoring program, training has already been done on productivity, communication and presentation software. A plan for ongoing technical and pedagogical support has already been developed.

SST will continue to coordinate efforts to maximize effectiveness of grant funds by using the extensive staff development that has previously been done. SST will continue to coordinate grant funds, IMA funds, and local/foundation funds to support TLG Project.

Over the last several years, each SST staff members have attended over 40 hours of technology training design to assist staff in integrating technology effectiveness into classroom instruction. Implementing an effective Technology Lending Project as part of a well-designed technology plan requires support and buy-in from all stakeholders including school administrators and leaders at the district as well as the campus level. By participating in the Technology Lending Grant Project, administrators at both the district and campus level have agreed and committed to the project's success.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	District Technology Coordinator's Work Log	1.	Number of devices configured to provide students access to curriculum at home.
		2.	Number of district resources each student will be able to access at home.
		3.	Number of devices that have been configured with the Internet safety protocols.
2.	Sign Technology Lending Grande Agreement	1.	Number of students, by grade level, who checked out the device.
		2.	Number of students' sibling benefiting from access to technology at home.
		3.	Number of participants attending meeting on the proper care/use of technology.
3.	Sign Web Access Agreement	1.	Number of students, by grade level, who were provided web access at home.
		2.	Number students sibling benefiting from web access at home.
		3.	Number of participants attending meeting on the proper care use of technology.
4.	Property Maintenance Log	1.	Number of times each device is inspected for any damage and viruses.
		2.	Number of devices submitted for service.
		3.	Length of time each device remains in service before being returned to student.
5.	Inventory Log	1.	How soon each participating student is issued their portable device?
		2.	How long a student stays in possession of the portable device?
		3.	Number of devices lost or damaged.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process for collecting data: Methods of evaluation include objective performance measures and indicators of accomplishment that relate to the results of the program and produce qualitative and quantitative data. The district will use objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the program. A wide range of evaluation instruments will be used to identify programs accomplishments, refinements, or failures. The district will collect both quantitative (i.e. sign agreements, surveys, work and inventory logs, test scores, report cards, classroom work, PEIMS Reports) and qualitative data (i.e. classroom observations, surveys, and testimonials) in order to determine if they are on target to meet the identified objectives and milestones of the program. **The evaluation design includes processes** for collecting data, including program level data (such as program activities and the number of participants served) and student level of academic data (such as achievement results in attendance data). The district will solicit feedback from teachers, students, and parents/guardian. These individual Will be asked to provide information on the following: impact the technology is having on the participating students academic; quality of the products that are being offered to the students; and issues that are being encountered. The district will review this data along with student achievement results, attendance data, as well as test results, report cards, graded classwork, and PEIMS reports to determine whether the district has shown positive improvement.

Identification and correction of problems with program delivery throughout the program: Formative evaluation process as outlined in the application provide for the identification correction of the problems. The district and campus administrators will provide quarterly progress reports in order to determine the status of the following: degree of planning, implementation, and evaluation of the program; number and percent of students benefiting; level of the curriculum and instruction that is utilized; the strengths and weaknesses of the program; recommendation for modifying or improving the program as a result of ongoing evaluation activities; and the level of compliance. This formative pprocess will provide the opportunity to identify and correct problems in a timely fashion throughout the grant cycle. This data will provide the avenue to determine performance outcome. **An Analysis will be conducted to analyze to Strengths, Weaknesses, Opportunities, and Threats (SWOT) to the TLG.** The analysis will utilize the objectives of the program to identify the internal and external factors that are favorable and unfavorable for each objective. Once the analysis is completed, the district will address the areas the weaknesses and threats and develop an Action Plan.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district currently is implementing a lending program that provides laptops to students on checkout bases at all participating campuses. This constitutes a 21:1 student/technology loaner ratio. District wide Due to the district's limited number of resources, Economically Disadvantaged students who have need of these resources are not able to participate in the current program; therefore, the district plans to enhance its current Technology Lending Program for students to access and use electronic instructional materials.

If awarded, the district will ensure that the TLG is appropriate and will successfully address the needs of the targeted population. The district plans to purchase 318 Chromebooks and 12 iPads Mini to be distributed to grade 4 at all campuses (Main, Discovery, Alamo, Corpus Christi, Houston, Advancement and Excellence).

The current student technology loaner ratio at the targeted campuses is 21:1. If awarded, the district hopes to reduce the ratio to 1:1 for the targeted campuses grade 4 at all campuses.

The acquisition of these additional funds will enable the district to decrease the number of students who need to share access to portable devices. In addition, the district will cross reference student file to determine the number of students that have a sibling enrolled in the district. The data will be used to create a final profile of how many students would actually benefit from the use of share technology and Internet access at home.

In order to facilitate the TLG, each participating campus will send a notice to each of the selected student's parents/guardians notifying them of the availability of portable devices and Internet services that can be provided to the student for use at home. Parents/guardians interested in participating in this program on behalf of their child will be required to sign a District Technology Lending Grant and a Web Access Agreement, if Internet access is also needed. This agreement will state that the parents/guardians will agree to monitor the student's use and ensure that the student uses the equipment/Internet solely for educational purposes. The students will be taught to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. Furthermore, parents/guardians will be required to attend a meeting with their child to review the guidelines and expectations regarding the use of technology. Items that will be discussed include:

- Proper care and maintenance of the device;
- Allowable use of device;
- Steps for reporting issues with device;
- Availability of Internet access at home;
- Internet safety; and
- Returning a device to district.

Once the parent/guardian has signed and return the District Technology Lending Agreement and/or the Web Access Agreement, the student will be issued a device, which will include the power cord and carrying case. In addition, and Internet access is being requested, a wireless data card will be issued. The data card will be able to be plugged into the portable device to provide students with Internet access in order to access to electronic instructional materials. The Data card will be required to be returned with a portable device when student no longer needs it or withdraws from school.

Funds obtained through the TLG will be utilized to purchase: 318 Chromebooks, 12 iPads mini, and MiFi wireless Internet devices. Grants funds will also be used to purchase a district funded insurance policy that will cover equipment up to two years. The two-year premium will be payable as a single invoice received during the grant period. This will extend the life expectancy the devices for up to a minimum of two years; thus allowing more students to benefit from the use of the devices. These additional resources along with the current available technology will ensure that strategies and activities are a significant quality and death to ensure that the district is able to meet the goals and objectives of this proposal.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to ensure that the goals and objectives of the TLG aligned with the mission and goals of the district, SST Technology Advisory Committee will review the Technology Plan and Campus/District Improvement/Growth Plans. The district ensured program activities and requirements relate to the program goals, local objectives, and strategies that have been outlined in the District Technology Plan and Campus/District Improvement/Growth Plans.

The district has included the following examples of the existing goals, mission, and objectives that were previously identified on the aforementioned plans:

2017-2019 Technology Plan:

- **Identify and promote curricula in teaching strategies that integrate technology information literacy effectively throughout the curriculum and publish recommended sites and information on the District's web servers.**
 - Campus personnel will publish best practices online.
 - Use distance learning and digital content services for expanding curricular offerings and meeting the needs of all students.
- **Provide an online environment that encourages collaboration and sharing of best practices for technology integration.**
 - Develop online, interactive classrooms at the secondary level that will be integrated at all levels.
- **Integrate interactive and online learning environments into the District curriculum.**
 - Each teacher will provide and supervise an interactive technology environment, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or online interactive lessons, to manipulate information.
 - District wide standards will be developed for both teacher understanding and student integration of technology and information literacy skills.

2017-2019 Campus/District Improvement and Growth Plans:

- **Identify utilize curricula, resources, and teaching strategies that integrate 21st-Century Learning skills effectively throughout the curriculum.**
 - Transparently integrate TEKS Technology Applications throughout the district's curriculum at each grade level, focusing on developing the 21st Century learning skills of information, media and ICT literacy.
 - Promote anywhere/anytime 24/7 access for students to web-based instructional resources by implementing resources as Learning Management Systems (i.e. Project Share and Edmodo) and other cloud-based Internet tools (i.e. – Microsoft Office365 system for email and online data storage).

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district will provide **Internet access** to the homes of students that have been identified with the greatest need and whose parents/guardians have signed a Web Access Agreement. Funds obtained from the TLG will be utilized to purchase MiFi wireless Internet devices. The MiFi wireless Internet devices will offer the students a convenient compact device that can be placed near the Chromebooks/iPads mini in order to access the Internet.

In addition to purchasing the devices, the funds from the TLG will pay the monthly subscription in order to maintain access to the Internet for the student. Students with the greatest need will borrow the devices on a short-term/long term basis; therefore, the MiFi wireless Internet device will be required to be returned with the Chromebooks/iPads mini once the checkout period for each student has expired.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's administration met to review and ensure that their current curriculum, instruction, and classroom management policies and or practices on is participating campuses were aligned with the purpose and goals of the TLG. The District Technology Advisory Committee reviewed campuses surveys from teachers, specialists and deans. Campuses who's grade level teachers demonstrated strong classroom management skills and whose students remained organized, orderly, focused, attentive, on task, and academically productive during classroom instruction were selected to participate in the program (grade 4).

The increase in technology will be utilized to enhance instruction and increases the availability of resources to students at home. The online supplemental materials that students will have access to for studying, writing, or researching will serve to keep students interest focused on learning. This will foster a holistic-learning approach that the campuses encourage in each of their classrooms.

Moreover, the participating campuses will create classroom lesson plans to include online curriculum such as: Accelerated Reader, Accelerated Math, Compass Odyssey, Rourke eReading Services, and Study Island. These lessons plans are available for students to complete and review at home. Students can utilize this lesson plans to conduct research, serve as remediation, complete homework or review for tests and quizzes.

In addition, class instruction currently consists of a combination of lecture and hands-on activities that students are able to utilize their portable device to participate in. The lectures allow the teachers to first explain and demonstrate the class assignments to all of the students. This is follow with student hands-on activities, which allow the students to demonstrate to the teacher their understanding of the assignment. Students are able to connect their portable device to the classroom projector, where applicable, and demonstrate the process they utilized to complete problems and share their results with the classroom.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grade level and subject use of adopted digital content: the proposed program was designed to reflect up-to-date knowledge from scientifically based research and effective practices. The district has a broad array of electronic instructional materials that are available for use for education. This includes:

- **E-Textbooks** – Since textbooks can be heavy and troublesome to carry, E-textbooks provide the district the ability to offer students a portable means to access the curriculum.
- **Electronic Classroom Lessons** – By providing access to the lesson plans online, students have the ability to go back and review any lessons that they did not fully understand.
- **Remedial Software** – The remediation software that is available for students is designed to assess each lesson plan that will quickly bring students up to speed with the other students in their classroom.
- **E-library** – The e-library will provide students with access to 100s of books anytime/anywhere 24/7.

If grant is funded, the district will have each teacher participate in an online survey to determine which resources are being utilized. Questions will include the following: 1) what subject (s) do you teach? 2) Does your classroom utilize e-textbooks, 3) Are your daily lesson plans available online? 4) What online software do you utilize for class instruction or for remediation? 5) Do you utilize the E-library for instruction?

The following online curriculum, software, and applications are utilized at SST campuses and are available for all grade levels: Ebooks, Project Share, Edptions STAAR Suite, Istation, Google Applications, Discovery Education, Imagine Learning, ThinkThrough Math, MyOn, Study Island, Reading Renaissance, Britannica, Flocabulary, BrainPop, Google Drive Tools (Docs, Spreadsheet, Presentation) and a variety of web-based programs and resources.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

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TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SST will utilize existing and/or planned technical support-to-support students' use of the device at the identified campuses. The existing staff at each of the participating campuses is well versed in the use of all types of technological devices and will support students' use of the device at participating campuses. Each teacher has the knowledge and experience to assist students in troubleshooting their devices and answer any questions that may arise.

In addition, each teacher has been provided with professional development training on a digital content that will be utilized by the students. The District Technology Coordinator will provide technical support to all participating staff members. The District Technology Coordinator's experience ensures that the individual has the capabilities to ensure the success of the program.

Moreover, the district's computer technicians will provide more advance technical support and maintenance of the equipment, plus the District Technology Director will provide training and usage on the available district software and programs.

Through these measures, the district is confident that each of the participating campuses has adequate human infrastructure to ensure it is able to support the additional devices.

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015-831

Amendment # (for amendments only):

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TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administration of grant: The Program Director will be responsible for administering the TLG at participating campuses. The Program Director will work in conjunction with the District Technology Coordinator to provide technological support and will oversee all aspects of the development, implementation, and management of the program to include: inventory of equipment, installation of software and security blocks; distribution and tracking of devices; and routine maintenance.

Check-out and check-in process: A notice will be sent to each of the selected students' parents/guardians notifying them of the availability of portable device to be checked out as needed. Parent/guardians interested in checking out a portable device for their child will be required to complete a District Technology Lending Agreement and/or Web Access Agreement which outlines in detail misuse, safe practice, responsible, legal and ethical behavior which using the digital tools and resources. Each student will also be required to sign a "I Promise Pledge" outlining proper and safe usage of the device.

Parents will check out the device from the school library. At the end of the school year, each teacher who has assigned a student of portable device would be required to inventory all return equipment for each student.

Teacher coordination in case of competing need of equipment or devices: in the event that the district cannot purchase sufficient portable device or hotspot wireless device to address every student identified most in need, the district will implement and inform parents/guardians of a first-come, first-served policy.

Maintenance of technology lending equipment: although the equipment is set to run daily updates upon logon, as part of the district Technology Lending Agreement, the student will be required to document any issues with the program. The Property Maintenance law will be submitted to the Project Director on a weekly basis. In addition, students will be required to submit the device to the project director on a quarterly basis so that the portable device can be checked for viruses or signs of misuse. Finally, all Property Maintenance Logs will be reviewed by District Technology Advisory Committee during regularly scheduled meetings.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District will account for technology vending equipment according to local policy: The district should conduct an annual physical inventory of all portable devices and hotspot wireless device. The results of the inventory should be recorded in the district's files. Reimbursement and or replacement should be made for all instructional materials determined to be lost. *Texas Administrative Code: 19 TAC 66.107(a)*

The student must return the issue device to the teacher at the designated time when the student withdraws from the school. Each student and his/her parents or guardian is responsible for any device not returned in an acceptable condition. A student who fails to return in an acceptable condition any device shall forfeit the right to free instructional materials and technological equipment until the device previously issued but not returned in an acceptable condition is paid for by the student, parent, or guardian.

Insurance: in addition, the district will use grant funds to purchase a multi year insurance policy that will cover equipment as follows:

- 318 Chromebooks – 2 years;
- 12 iPads mini – 2 years

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